LLWYNYPIA PRIMARY

Attendance

OUR VISIONS, VALUES AND ETHOS

At Llwynypia Primary School, we place attendance at the heart of our vision for school improvement because every day counts and every child matters. We are committed to ensuring that all learners have the opportunity to achieve their full potential through regular engagement in school life. By working collaboratively with pupils, families, staff, governors, and partner agencies, we create a culture where attendance is valued, promoted, and understood as a key factor in wellbeing, achievement, and future success.

We believe that attendance is everyone's responsibility. Through positive relationships, a strong sense of belonging, and a nurturing, inclusive approach, we ensure that every child feels safe, valued, and connected to our school community. We recognise that barriers to attendance can be complex and are committed to identifying and addressing them at the earliest opportunity. Through early intervention, tailored support, and meaningful partnerships with families, we promote positive attendance, remove obstacles to engagement, and enable every child to thrive.

To evidence this in practice:

The school's attendance vision, values, and ethos are embedded within everyday practice and underpin our commitment to ensuring that every child attends, engages, and succeeds. We believe that regular attendance is fundamental to wellbeing, achievement, and future success. Attendance is promoted through positive relationships, inclusive support, clear communication with families, and a shared understanding that every day in school matters.

At Llwynypia Primary School, we are committed to fostering a culture where every child feels safe, valued, and has a strong sense of belonging. Staff consistently reinforce the links between attendance, wellbeing, engagement, and achievement, while policies, procedures, and interventions reflect our inclusive approach to supporting all learners. We recognise that every day in school provides valuable opportunities for children to develop academically, socially, and emotionally.

Working in partnership with families, we strive to ensure that all pupils attend regularly and arrive on time. Through strong relationships, early identification of barriers, and tailored support where needed, we help children build positive attendance habits, maintain continuity in their learning, develop meaningful relationships, and reach their full potential.

ABSENCE REASONS

We understand that there may be occasions when a child is genuinely unable to attend due to illness or exceptional circumstances. In such cases, parents and carers should inform the school promptly. However, unnecessary absence can have a significant impact on a child's progress and wellbeing.

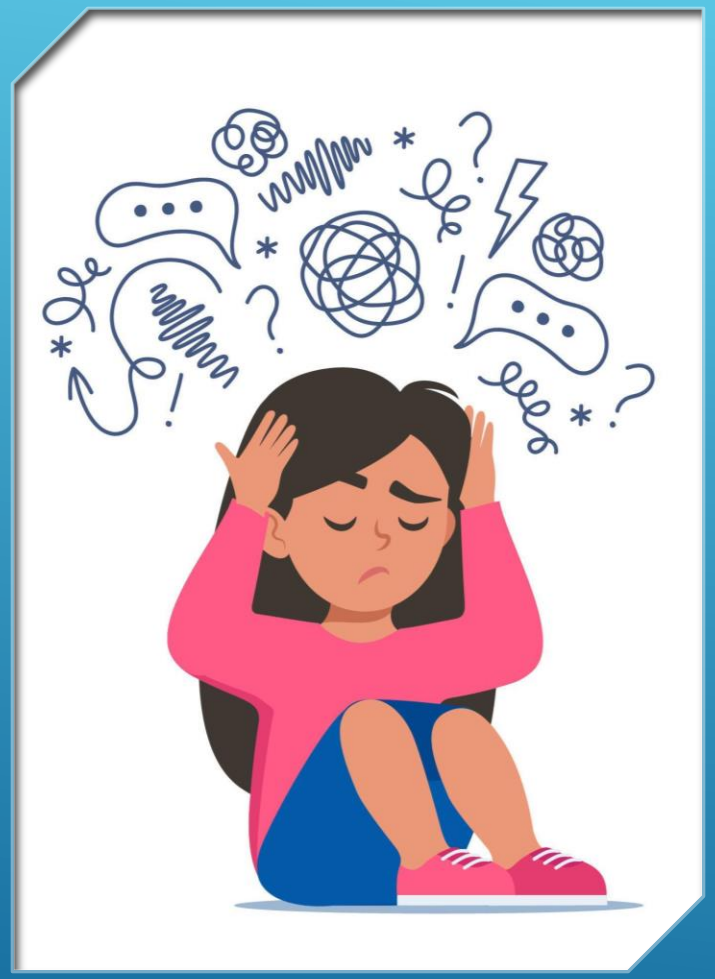


Factors Affecting Attendance

- We recognise that attendance can be affected by a range of factors, including:
- Health or wellbeing needs
- Family circumstances
- Bullying or safety concerns
- Transport or financial barriers
- Additional learning needs
- Low engagement or motivation
- Academic difficulties
- Language or cultural differences
- We encourage families to contact the school early so we can provide support.

If your child is unwell, please refer to the NHS A to Z of infectious diseases in children -

https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/a-to-z-of-infectious-diseases-in-children-and-young-peoples-settings This will help you decide if your child needs to be off school.



Please remember poor attendance can result in:

- Gaps in learning, making it more difficult for children to keep up with their peers
- Reduced confidence and participation in lessons
- Difficulty forming and maintaining friendships
- Lower attainment and achievement over time
- Increased anxiety about returning to school

Attendance is carefully monitored, and where concerns arise, we will work closely with families to provide support and guidance. However, if attendance does not improve, and parents fail to engage with that support further action may be taken. This can include involvement from the local authority and, in some cases, legal intervention. Take a look at our attendance table to help you understand the long-term impact.

Llwynypia Primary School
Find out what your absence figures mean.

Attendance	Lesson/s missed am or pm.	Attendance by sessions missed.	Average weekly attendance missed by days.	Annual attendance missed by days.	Annual attendance missed by weeks.	Attendance missed over your primary school journey from Nursery to Year 6.
95%	1	½	¼ day	9 ½ days	1 week 4 ½ days	15 weeks & 1 day
90%	2	1	½ day	19 days	3 weeks 4 days	30 weeks & 2 days
85%	3	1 ½	¾ day	28 ½ days	5 weeks 3 ½ days	45 weeks & 3 days
80%	4	2	1 day	38 days	7 weeks 3 days	60 weeks & 4 days
75%	5	2 ½	1 ¼ days	47 ½ days	9 weeks 2 ½ days	75 weeks & 5 days
70%	6	3	1 ½ days	57 days	11 weeks 2 days	90 weeks & 6 days

Please remember, if your child is in school and on time, then they are on target for success.



HELPFUL HINTS

As a school, we understand that there are times when getting children to school can be challenging. However, by working together towards our shared goal of ensuring every child attends as regularly as possible, we take prompt and supportive action to help families overcome any barriers to attendance.

Improving your child's school attendance can make a big difference to their learning, confidence, and friendships. Here are practical, realistic ways you can help:

Build a Strong Routine

- Consistent bedtime and wake-up time (even on weekends if possible).
- Prepare school bags, uniforms, PE kit and lunches the night before to reduce morning stress.
- Create a calm, predictable morning routine so your child knows what to expect.

Talk and Listen

- Ask open questions like:
  - *"What do you enjoy at school?"*
  - *"Is anything worrying you?"*
- Listen without jumping to solutions straight away—it helps your child feel understood.
- Attendance issues are sometimes linked to anxiety, friendship problems, or difficulties in lessons.

Work with the School

- Keep in regular contact with teachers or attendance staff.
- Ask about support services, including ELSA.
- Agree on a plan together if attendance is already low.

Set Goals and Rewards

- Set small, achievable goals (e.g., attend all week, arrive on time).
- Celebrate effort—not just perfect attendance.

Use simple rewards like:

- Extra screen time
- Choosing a family activity
- Verbal praise - “I’m proud of you for trying today”

Avoid Making Absences Too Comfortable

- If they stay home when not genuinely ill:
  - Keep the day low-key (no gaming or special treats)
  - This avoids accidentally rewarding absence

Make School Feel Positive

- Show interest in schoolwork and activities.
- Encourage clubs, sports, or friendships that give them something to look forward to.
- Talk positively about school and education.

Plan Ahead for Barriers

- If mornings are rushed → prepare earlier.
- If transport is an issue → explore alternatives with school or the community.
- If illness is frequent → discuss with your GP.

Be Patient but Consistent

- Improving attendance can take time—especially if habits or anxieties have built up. Stay calm, supportive, and consistent.

If attendance is already a concern: Aim for gradual improvement rather than immediate perfection. Even small improvements, like moving from 80% to 85%) are a big step forward.

ATTENDANCE TEAM



Every member of staff plays an important role in ensuring your child feels happy, supported, and ready for the school day—prepared not only for learning, but also prepared emotionally. Take a look at our attendance team, you will see every member of staff has a role to play in improving attendance.

Llwynpia Primary School Attendance Team		
Who we are!	Our roles	Our responsibilities
Mrs S. M. Dessent	Headteacher	As Headteacher, I am committed to supporting every child to attend school regularly and thrive. I work closely with staff to put strategies in place to improve attendance and make it a priority across the whole school. I believe in building positive, supportive relationships with parents and carers so that we can work together to help children attend as often as possible. My aim is to ensure our school is a safe, welcoming, and nurturing place where children feel happy and want to come each day. As a school we also celebrate good attendance through rewards and recognition, and I lead by example, showing my commitment to every child's wellbeing and success.
Miss R. Hurley	ALNCo, Deputy Head, Class teacher	As ALNCo (Additional Learning Needs Coordinator), I support attendance by identifying and addressing barriers to attendance for pupils with additional learning needs, emotional and wellbeing needs and for those pupils for whom interventions are sometimes required. I work with staff, families, and external agencies to improve engagement and access to education. Part of my role is to liaise with local food banks and I also collaborate with family engagement officers from other schools, this helps when developing new strategies to support you and your children.
Mrs. L. Chinnock	Wellbeing Lead Class teacher	As wellbeing lead, I promote attendance by supporting pupils' emotional and mental health needs, addressing wellbeing-related barriers, and foster a positive school environment that encourages regular attendance. I promote a healthy lifestyle and support eco initiatives through my assemblies on Tuesdays. I also play a big part in family engagement, supporting parents and carers by asking them how we can help and acting on that feedback.
Ms C Ball	School Clerk	As school clerk I support attendance by maintaining accurate attendance records, following up on absences with parents, and communicating concerns to relevant staff to ensure timely intervention. I am the friendly face in the office and your first point of contact.
Mrs K Lewis	ELSA	As the ELSA (Emotional Literacy Support Assistant) I support attendance by working with pupils to improve emotional wellbeing, reduce anxiety-related absence, and help them feel safe and motivated to attend school regularly. I am often the trusted adult and part of my role is carrying out wellbeing check ins. I run our ELSA breakfast daily in school and also the special parent-pupil breakfast on Mondays and Fridays.

Miss R Price	**Nursery Reception Teacher Digital Lead**	**As the nursery/reception teacher I support attendance by creating a welcoming, engaging environment, building strong relationships with families, and identifying early barriers to regular attendance in young children. In our Meet & Greet for new parents I allay any fears for anxious parents over starting school. I was instrumental in developing the school's Pantry and I constantly seek donations to support our low-income families.**
Mr J Kirkham	Class teacher PE Lead	I help make school a place pupils want to attend. I design fun, inclusive, and high-quality PE lessons that pupils look forward to and offer a variety of activities, to engage all abilities and interests. Along with the other teachers we provide a wide range of after school clubs, including sports, where we celebrate participation, not just performance. I lead the Picture News assembly where we discuss current affairs and topics that interest the children.
Mrs J Edwards	Class teacher Literacy Lead	As literacy lead, I promote good attendance by ensuring pupils experience success, enjoyment, and belonging through reading and writing, reducing barriers and increasing motivation to attend school. Along with other teachers I promote a rich reading culture with author visits, book weeks and themed days so pupils are excited to be in school. As a school we have developed inviting reading environments with class libraries and cosy reading spaces. Our range of books ensures they reflect pupils' interests and backgrounds. I promote Welsh in assembly every Thursday with the help of our Criw Cymraeg, which all of the children enjoy.
Miss L.M. Jones	Class teacher Expressive Arts Lead	As the lead for expressive Arts - art, music, drama and dance, I play a role in improving attendance by fostering enjoyment, confidence, and belonging, providing pupils with meaningful reasons to attend and engage with school life. With other staff we provide creative, engaging lessons pupils look forward to and we offer opportunities for self-expression and choice. We provide creative, engaging lessons pupils look forward to, which offer opportunities for self-expression and choice. We use drama, music, and art to help pupils express emotions safely, whilst boosting self-esteem, which can reduce school avoidance. I lead our singing assembly on Wednesday and run after school Glee Club on Mondays, where children learn to improve their performances.

Mrs N Edwards	Interventions Lead	As Interventions Lead, I play a key role in improving attendance by identifying and addressing some of the underlying barriers that prevent pupils from coming to school. I design high-quality, evidence-based interventions that help pupils catch up. I keep groups small and focused to maximise impact and ensure interventions are matched to individual need, reducing frustration and disengagement.
Mrs K Lewis & Mrs H Richards	Higher Level Teaching Assistants	As H.L.T.A.s we support teachers across the school, in improving attendance by building strong relationships when working in classrooms, helping reduce barriers to learning, and providing targeted pastoral and academic support that helps pupils feel confident, included, and motivated to attend school.
Mrs D Jones Mrs M Evans Mrs H Davey Miss C Williams Miss S Palmer	Teaching Assistants	As class teaching assistants we play an important role in improving attendance through our daily contact with pupils and our ability to provide both academic and pastoral support. We are always visible during morning routines and help pupils settle quickly and feel welcomed, encouraging them to come to school. We support anxious or reluctant pupils into the classroom calmly, so they can access work and experience success and we support adapted activities to reduce frustration or feelings of being overwhelmed preventing disengagement that could lead to school avoidance. We support teachers by helping pupils to access the travel tracker and we monitor wellbeing as they check in to school and throughout the day.
Mr G Viner	Caretaker	As caretaker I am the first friendly face you see, as I unlock the gates. Every day I make sure that the school is clean and tidy and the yards and play equipment are all checked. It's my job to lock all of the gates when the children have arrived, keeping everyone safe and secure inside.
Mrs D Jones Mrs M Evans Mrs J Hooper Mrs M Owens	Lunchtime Supervisors	As lunchtime supervisors we play an important role in supporting school attendance and overall pupil wellbeing during the midday break. We ensure the lunchtime period is safe, enjoyable, and inclusive. We help children feel happy and secure at school, which encourages them to want to attend regularly. We address any concerns such as perceived bullying or loneliness, that might otherwise lead to absence, by observing pupils' behaviour, mood, and interactions. When and if we Identify signs of distress, illness, or safeguarding concerns that could affect attendance, we share relevant information with teachers or senior staff.
Mrs S Jones Mrs K. Griffiths Mrs A Evans Mrs M Shepherd	Catering staff	As catering staff, we play a valuable role in supporting school attendance by helping make lunchtime a positive, safe, and inclusive experience. We Greet pupils warmly and build positive relationships. Our friendly dining hall helps pupils feel comfortable and more eager to attend school regularly, maintaining a positive meal time experience. We provide food efficiently, so pupils don't feel rushed or stressed and encourage good behaviour and respectful interactions as a calm and enjoyable lunch can reduce anxiety linked to the school day. We notice if a pupil is not eating, appears upset, or withdrawn and we report to the class teacher immediately.



To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of the system.